

**SOUTH DAKOTA
D.A.R.E. PROGRAM EVALUATION**

2000 - 2001 SCHOOL YEAR

**SUBMITTED BY:
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INTRODUCTION

The South Dakota Drug Abuse Resistance Education (D.A.R.E.) program completed its thirteenth year of instruction for South Dakota youth in June 2001. The major focus of the program is the presentation of a 17-lesson formal curriculum by uniformed law enforcement officers to elementary students in the 5th or 6th grades. Additional emphasis is and must be placed upon junior high and senior high programs for students of those age groups. Continued expansion of D.A.R.E. curricula is needed to impress the message of the problems of alcohol, drugs and violence. Formal studies have shown that, in order to reach optimum impact, the D.A.R.E. message needs to be reinforced throughout the child's school years. As a result, the D.A.R.E. curriculums will be going through major revisions, to provide an even more effective learning experience for our young people. D.A.R.E. instructors are involved with school staff in-service sessions, parent meetings, and visitations with classrooms that do not receive the core 17-lesson curriculum. Growth of our message into the middle school/junior high will be followed by emphasis into senior high and parent programs. Growth is crucial in providing the best possible exposure to the harmful effects of drugs and violence for the young people of South Dakota.

D.A.R.E. helps students recognize and resist the many direct and subtle pressures that may influence them to experiment with alcohol, tobacco, marijuana, inhalants, and other drugs. The D.A.R.E. program offers preventive strategies which focus on the development of social competence, communications skills, self-esteem, empathy, decision making, conflict resolution, sense of purpose and independence, and positive alternate activities.

The information contained herein, represents and documents the attitudes of the students, parents, and educators involved within the D.A.R.E. programs. These numbers and comments are solicited throughout the year. Several distinct trends develop from these solicitations, these are discussed in each section. This data will improve the quality of product delivered to our young people. The commitment of the Office of Attorney General and Law Enforcement Training will be to continue to create new programs and help those areas without officers obtain programs. Moreover, the most important aspect of the program will be the priority of helping our youth.

NEW or RENEWED SCHOOLS 2000-2001 CORE PROGRAM

SCHOOL NAME

All City Elementary
Black Hawk
CC Jacobson Elementary
Langford Elementary
Meadowbrook Elementary
Our Lady of Lourdes
Canistota Public
Corral Drive Elementary
Leola Elementary
Eureka Elementary

LOCATION

Sioux Falls
Black Hawk
Canton
Langford
Rapid City
Porcupine
Canistota
Rapid City
Leola
Eureka

JUNIOR HIGH PROGRAM

Officers were trained from the following communities/jurisdictions during this year, adding to the expansion of DARE into this age group. For the next school year, the total available officers to instruct this curriculum will be 32. There were twelve more officers trained this year who will provide instruction in Stanley County, Minnehaha County, Pennington County and Beadle County schools. This trend will continue, through training of additional officers and the request for this program by parents, teachers, and administrators.

NEW AGENCIES

Beadle County
Stanley County

AGENCIES TRAINING ADDITIONAL OFFICERS

Minnehaha County
Pennington County

STUDENT EVALUATION SYSTEM CORE

After completion of the Core session, each student was requested to fill out a "Student Appraisal" of the D.A.R.E. program. The students were asked to respond, either yes/no, to the following questions:

1. I thought D.A.R.E. lessons were presented in an interesting manner.
2. I understood the lessons.
3. I think the D.A.R.E. program should be continued for other students my age.
4. I have already told my family about the D.A.R.E. lessons we did in class.
5. As a result of D.A.R.E., I think I will be able to say "NO!" to drugs.

In addition, they were asked what portion of the Program they liked the best and were given the opportunity to make comments or suggestions.

There were 2189 student responses, over 26% of the total, on the Core program. The following table gives the yes/no breakdown for each question asked.

D.A.R.E. STUDENT APPRAISAL RESULTS

QUESTION #	% "YES" ANSWERS	% "NO" ANSWERS
1	97.5%	2.5%
2	98.7%	1.3%
3	98.6%	1.4%
4	78.9%	21.1%
5	99.7%	.3%

It is evident the students enjoy D.A.R.E. immensely. They feel they have received the tools to be able to make the decision to say "NO." The appraisals indicated a very positive outlook toward the officer presenting the program. Role-playing and high school role models were very well received. There were numerous suggestions on having even more role-playing. It appeared the students are very receptive to hands on types of learning. The response to the essays and graduation activities were also extremely favorable. Many stated they would like to have additional D.A.R.E. programs continued throughout their school years. Many commented D.A.R.E. should be taught at the Junior High level, as that is where the real peer pressure will be placed upon them. This was encouraging as the students realize that pressure to do drugs will continue and they have been taught the methods to say "NO," already. Every attempt to provide continuing education should and will be done.

Again this year there was progress in the number of students who had not talked with their parents about the program. Later in the parent appraisals, it will be noted that more and more parents are discussing drugs openly with their children. As one child put it concerning the graduation, "When the parent's looked at the kids, they looked so happy. They looked at the kids and they looked like they were proud of them." There must be this home front leadership and direction to guide our youth. The communication at home is critical to the child's development in avoiding drugs and violence. This must be the case and D.A.R.E. facilitates this communication. Every attempt at the state level to provide information to the field has and will continue to be done. Several handouts have been made available and more will continue, so the officers can give them to the students who, in turn, will give them to their parents. The use of homework to be done with parents was also a suggestion. Several thousand handouts were made available this year.

JUNIOR HIGH

The middle school/junior high curriculum is not in such wide spread use as the Core program. However, during the past year, we have increased the number of junior high certified officers to 32. The student responses were received from 337 students, or over 34% of those students. These students were asked to appraise the program on the following questions:

1. I learned something about the lesson topics, e.g., drugs, consequences, assertive resistance, violence, anger.
2. I participated in the class discussions.
3. I liked the role-play activities.
4. I liked the stories about real junior high school students.
5. I liked having an experienced police officer to teach us.
6. I learned something new in each lesson.
7. I have already used some of the behaviors we learned, e.g., say no, assertiveness, etc.

The responses were not yes/no as it was in the Core program, but were in the format as shown on the following chart. The number in parentheses indicates the percentage of the respondents who felt they agreed or strongly agreed to the questions.

D.A.R.E. Jr. High Appraisal

Strongly Disagree	Disagree	Unsure/ Neutral	Agree	Strongly Agree	
8	3	30	131	165	1. I learned something about the lesson topics, e.g., drugs, consequences, assertive resistance, violence, anger. (87.8%)
5	6	56	137	133	2. I participated in the class discussions. (80.1%)
12	22	65	89	147	3. I liked the role-play activities. (70.4%)
10	4	50	105	168	4. I liked the stories about real junior high school students. (81.0%)
5	7	38	112	175	5. I liked having an experienced police officer to teach us. (85.2%)
14	24	81	124	94	6. I learned something new in each lesson. (64.7%)
21	27	95	110	81	7. I have already used some of the behaviors we learned, e.g., saying no, assertiveness, etc. (57.2%)

Appraisal based on 337 Jr. High responses.

The student responses revealed several interesting items. Over 80% of the respondents indicated they participated frequently thereby creating discussion. Over 81% and 70% said they liked stories about their peers and role-plays, respectively. Relating to the real world and portraying what they have learned showed a very high positive influence. This is positive peer pressure. Over 85% of the students like having an officer teach the class. This was the second highest response rate, for agreeing or strongly agreeing, of all the categories. The students appear to want information about people their own age from those who have real life experience in dealing with drugs and violence.

Comments overall were very favorable. They were very similar to those of the prior year. Some said at the beginning of the class they thought they should not have had to go through D.A.R.E. again, as they had done so in the past. But after going through they felt they did learn a great deal. Many commented they

would like to have it again in High School. They felt they could avoid bad behavior from what they learned. There seemed to be a strong bond between the students and officers. Many said they appreciated having the officer who taught the Core classes back with them. However, negative officer habits were pointed out when recognized. The officers appeared to be under great scrutiny by the students in some cases.

TEACHER EVALUATIONS OF D.A.R.E. OFFICERS & PROGRAM

This evaluation was completed by 194 of the teachers who had D.A.R.E. in their classrooms. The evaluation contained was designed in two parts with the first being a series of five questions, which are as follows:

1. What are the positive aspects about the D.A.R.E. Program?
2. What are some suggestions for making the D.A.R.E. Program better, stronger, or more effective?
3. What are the strengths of this D.A.R.E. Officer?
4. What areas of training could be provided to assist this D.A.R.E. Officer to teach more effectively?
5. What changes have you seen in your students as a result of D.A.R.E.?

A representative summary of the responses for each question is as follows:

1. Many thought it would be beneficial to bring in recovering addicts with real life experiences with drugs. The positive contact with law enforcement in a non-threatening role was appreciated. This resulted in communication with a positive role model. Reinforcement or complementing what they have heard in school or home about the effects of drugs.
2. Comments included having refresher courses in the later grades (junior high was mentioned the most frequently). Others mentioned having recovering addicts or prisoners come to the schools to talk about how they were harmed by using drugs. Some wanted to have more videos and hands on lessons to stimulate a wider range of students to keep them involved.
3. Many thought the officers were very knowledgeable in the area of drugs and can related real life situations. The relationships between the officers and students were a real positive experience in the school. Many teachers felt the officers were friendly and seemed to enjoy working with the students and truly cared about the kids.
4. The single most mentioned item was classroom management training for the newer officers. Use of appropriate grammar and humor was stressed. Some felt certain terms and discussion topics were not appropriate for students. Officers must be on time and notify the schools when they would not be coming so schools could adjust their schedules.

5. Many teachers saw students have a more positive attitude toward law enforcement. The teachers have overheard students using some techniques learned in class and on the playground. The students seemed more aware of peer pressure and the media influences. The students seemed to relate better in conflict situations and deal with the problem more maturely.

The second part of the teacher evaluations included a series of traits on the D.A.R.E. officer's ability toward teaching skills. These related to five main areas consisting of Personal Qualities, Professional Attitudes, Instructional Methods, Classroom Management, and Officer/Student Relationship. The following chart indicates the responses from each of the 20 areas of concern.

D.A.R.E. Teacher Appraisal					
No Basis Appraisal	Weak	Fair	Good	Strong	
0	2	13	41	134	1. Communicates effectively with students.
0	4	8	36	141	2. Punctual in fulfilling obligations.
0	2	12	39	136	3. Demonstrates an appropriate sense of humor.
0	1	8	27	153	4. Develops good working relation w/faculty & staff.
22	1	9	42	114	5. Accepts, evaluates & acts upon criticism & suggestions.
0	3	11	37	137	6. Keeps faculty/staff informed of changes of schedules & events.
6	5	13	43	119	7. Displays interest in school beyond D.A.R.E.
1	2	10	42	134	8. Conducts lessons easy for students to follow.
0	2	12	45	120	9. Uses meaningful examples or illustrations for conveying ideas during the lesson.
0	1	13	53	112	10. Clear & understandable directions given.
0	1	10	45	123	11. Clarifies concepts & concern necessary during lessons.
0	3	18	51	107	12. Uses acceptable, clear grammar & diction.
0	2	14	46	117	13. Establish & maintain classroom climate

conducive to learning.

0	2	10	38	129	14. Well organized & makes efficient use of time.
0	3	15	40	121	15. Directs student learning effectively & efficiently.
2	1	12	44	120	16. Works effectively w/small groups while supervising activities of entire class.
14	0	10	38	117	17. Adjusts procedures to cope w/unanticipated situations.
6	0	4	31	136	18. Maintains appropriate teacher student relations both in & out of classroom.
8	0	10	48	113	19. Accepts & works effectively w/each student according to his/her personal/special needs.
0	1	4	22	152	20. Maintains an open, friendly rapport with students.

Appraisal based on 194 Classroom Teacher responses.

Comments from teachers included the following: “D.A.R.E. doesn’t only teach students how to say no, which is very important, but it teaches many life skills from how to make a good decision to being assertive.” This type of comment was common.

It is clear the classroom teachers felt the officers did a very good job. Also, they generally received higher ratings as they became more familiar with the curriculum. The officers who had taught more classes received higher ratings than did officers who were teaching their first year. Also new officers, who replaced experienced officers, generally received constructive comments from the classroom teachers.

Any comments or suggestions, which were deemed as serious, were dealt with on an individual basis. Each officer received a copy of their evaluations to help them improve in the future. If a complaint was of a serious nature (which could warrant removal from the classroom) it was dealt with immediately. This was not common, and no officer was decertified during the year.

JUNIOR HIGH

These responses, from teachers, were included in the evaluations above and not broken down

separately. As the number of schools with the Junior High programs increase, these evaluations will be shown as a separate category.

ADMINISTRATOR EVALUATION

Each school administrator where the D.A.R.E. programs were conducted was sent an administrator evaluation. There were 115 responses sent in after completion. The evaluation was much less detailed than the teacher evaluation, but did reflect not only personal observations, but many administrators took into account what their teachers stated on the program. Of the 115 responses, 76 administrators indicated they did observe the officer. Many of those who stated no, said they had done visits in the past. Over 97% of the administrators stated they thought it was either good or very good that D.A.R.E. is continued within their schools. Comments were limited, but time management was a concern and follow-up in later grades was encouraged. Many knew the officers personally and felt they were doing great. The percentage indicates the good or very good responses as of total responses.

D.A.R.E. Administrator Appraisal

<u>Yes</u>	<u>No</u>				
76	36	Have you observed an officer teaching a D.A.R.E. lesson? (67.9%)			
<u>Very Poor</u>	<u>Poor</u>	<u>Unsure/ Neutral</u>	<u>Good</u>	<u>Very Good</u>	
0	0	1	32	80	1. Organization/Coordination of the D.A.R.E. Program between the law enforcement agency and my school. (99.1%)
0	0	2	40	69	2. Quality of learning experience for students. (98.2%)
0	0	2	32	77	3. My teachers' attitudes toward the D.A.R.E. Program. (98.2%)
0	0	2	34	76	4. My students' attitudes toward the D.A.R.E. Program. (98.2%)
0	0	4	36	72	5. My own opinion of the D.A.R.E. Program. (96.4%)
0	1	2	22	87	6. The idea that D.A.R.E. should be continued at my school. (97.3%)

Appraisal based on 115 Administrator responses.

Selective administrator remarks included: “ The D.A.R.E. program is well received by parents, faculty, and students. (Officer) does an excellent job and has tremendous rapport with students, faculty, parents and the administration.” Another wrote: “(Officer) does an excellent job with an important message. I was privileged to sit in some 8th grade D.A.R.E. classes last year and was very impressed with the material and presentation. This year is no exception for our elementary students. We are blessed to have (officer name).” In the same tone another administrator wrote: “We have a great relationship with (officer). His presence carries over into other areas. He has become a peer to the adults and a partner in education. He is an advisor in matters relating to law enforcement. We are so blessed to have him as a part of our schools and our community.” Another wrote: “The D.A.R.E. program is an excellent educational opportunity for our students. They are able to develop a good relationship with a police officer in a non-threatening, learning atmosphere. In addition, they become well educated about the dangers of drug and alcohol abuse; and are provided with the tools to enable them to resist negative peer pressures. (Officer) does a super job! Thank you.” These comments were representative of the vast majority of the officers involved with D.A.R.E.

PARENT APPRAISAL

The parent appraisal was given for the Core and Middle School/Junior High program students. A total of 2134 forms were returned to the school. An overwhelming 95.4% of the parents responding indicated they felt their child was less likely to use drugs because of this program. Also, from the total respondents 87.9% indicated their child told them about D.A.R.E. lessons. This undoubtedly created communication, which may not have been readily available in the past. The trend over the past few years has been for more communication at home. This is a must and needs to take place even more. Comments by some parents did indicate they had talked with their child about drugs and law enforcement. Officers have been encouraged to have a table at parent conferences to answer questions. This, along with take home material, may increase parent involvement. As the Core curriculum is updated, it has been suggested there be more homework activities for the students and parents to work on jointly. Many parents wanted more information on what the students were discussing, so they could talk about it at home. They felt fortunate to have the program for their children.

D.A.R.E. Parent Appraisal

<u>YES</u>	<u>NO</u>	
1865	257	1. Did your son/daughter tell you about the D.A.R.E. lessons at home? (87.9%)
244	1517	2. Did you attend a D.A.R.E. Meeting? (13.9%)

<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Unsure/ Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>	
13	41	354	1200	510	3. As a result of the D.A.R.E. Program, it is now easier for me to talk to my child.
10	24	294	1152	642	4. Since my child has been in the D.A.R.E. Program, he/she has a more positive attitude about law enforcement.
12	89	776	928	313	5. Since the D.A.R.E. Program, my child has a more positive attitude toward school.
10	11	111	681	1308	6. As a result of my child's experience, I recommend that the D.A.R.E. Program be continued.
<u>More likely to use drugs</u>	<u>No Effect</u>	<u>Less likely to use drugs</u>			
1 (0.0%)	97 (4.6%)	2013 (95.4%)			7. As a result of the D.A.R.E. Program, what, in your opinion, was the effect on your child's attitude toward drug use?

Some of the parent comments included the following: “(Son’s name) was approached by some kids and was offered marijuana and I feel the program saved him. I think he was fully prepared and knew what to say and how to handle the situation.” Another wrote: “Excellent program! I like the fact it is presented by a law enforcement officer – very effective.” One wrote but was representative of many: “I am glad that there is a program like D.A.R.E. I feel it will be very good for the kids to learn this in school and not just at home.” In the same context one parent wrote: “I think the D.A.R.E. program open(ed) the door for we, the parents, to talk to our kids about the drugs that are out there.” Parents who had sat in on classes wrote: “I was in class during D.A.R.E., I enjoyed and also learned a lot from (officer).” Another said: “I attended several classes and thought the program was wonderful. I also think (officer) was a fabulous teacher who held the attention of the class and demonstrated that he respected the kids and the kids certainly respected him. He was creative and fun and educational while still keeping the class in control! Thank you (parent name).” Parents who had other children complete D.A.R.E. commented: “It is a great program! I have 2 older kids who went through it also and I know they have retained the information. Great Job! Thank you.” Another wrote: “I strongly support the D.A.R.E. program and greatly appreciate the help (officer) has been to our children. This is our 3rd child to go through D.A.R.E. and it opened up conversation about drug and alcohol, etc use so we could discuss it together. Thank you for helping us in this matter.” These comments were representative of the hundreds received.

D.A.R.E. STATISTICS IN SOUTH DAKOTA JULY 31, 2001

Students reached School year 2000-2001 (core classes)	8,387
Students reached by May 2001 (Grand total since 1988)	152,981
Communities reached (this year)	128
Schools reached (this year)	230
High Schools reached (this year)	1
Junior Highs reached (this year)	14
Number of D.A.R.E. Officers Instructing	160

PRE AND POST TEST RESULTS CORE

The use of pre and post tests as a form of measurement has not been reported in the past. The use is voluntary but encouraged, especially for new officers. During the 2000-2001 school year, 1120 students were given the pre test and 876 took the posttest. Each test contained the same 18 questions.

	PRE	POST
Average Score (Mean)	59.6%	75.4%
Raw Score Improvement		+15.8 points
Percentage Improvement		26.5%
Scores above 70%	351	627
Percentage Improvement (increase in number)		78.6%
Scores at 100%	2	57

JUNIOR HIGH

The Junior High pre and posttests contained 25 questions, however there was a variance in the questions from each. The number taking the pre test totaled 235 and 152 took the posttest.

	PRE	POST
Average Score (Mean)	75.1%	86.7%
Raw Score Improvement		+11.6 points
Percentage Improvement		15.4%
Scores at 100%	0	6

These numbers show there was a definite increase in knowledge. Also, there appears to be a significant retention from the Core to Junior High time frame. It is hoped that in the future, the number of tests taken will be increased.

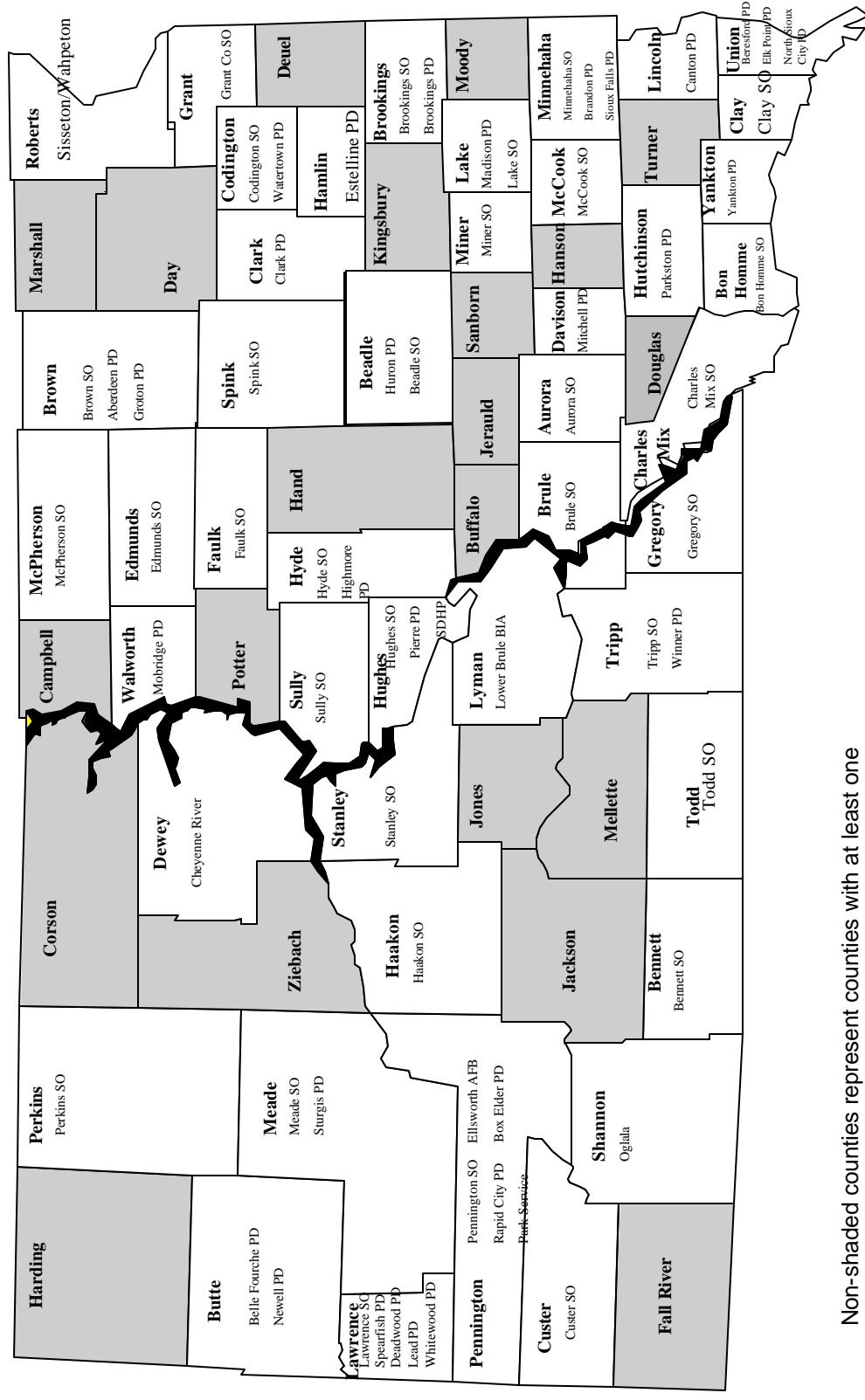
OVERALL EVALUATION SUMMARY

The D.A.R.E. Program in South Dakota is expanding, as it must. The support from the officers, law enforcement agencies, schools, and parents is strong. Turnover of officers, leaving schools without an officer, is a problem. Continuity of the information must be a priority. We currently have more schools, which want the Core or one of the specialty courses, than we have officers who can teach. Several officers, on their own time, travel outside their jurisdictions to teach.

Growth in the specialty areas of junior high and senior high D.A.R.E. is underway. More officers are requesting to be trained in the specialty classes and incorporating this into school resource officer and school liaison programs. Law Enforcement Training continues to support the D.A.R.E. Program in it's entirety and provides funding for workbooks and training.

Recent studies in Ohio and Texas have shown that D.A.R.E. is effective in preventing drug use and reducing violence, when administered in the K-12 curriculum. This is the goal of South Dakota D.A.R.E. to increase the number of schools with D.A.R.E. and to expand the current programs into the specialty programs of Junior High and Senior High. As the University of Akron undertakes the development and evaluation of the "new" D.A.R.E. curriculums, we will be providing the best educational program available. The end result will be for the youth of South Dakota to gain continual exposure to the message of the harmful effects of all types of drugs and of violence. This, along with parental and community involvement will make for healthier choices and lifestyles by our young people.

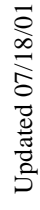
South Dakota DARE Agencies



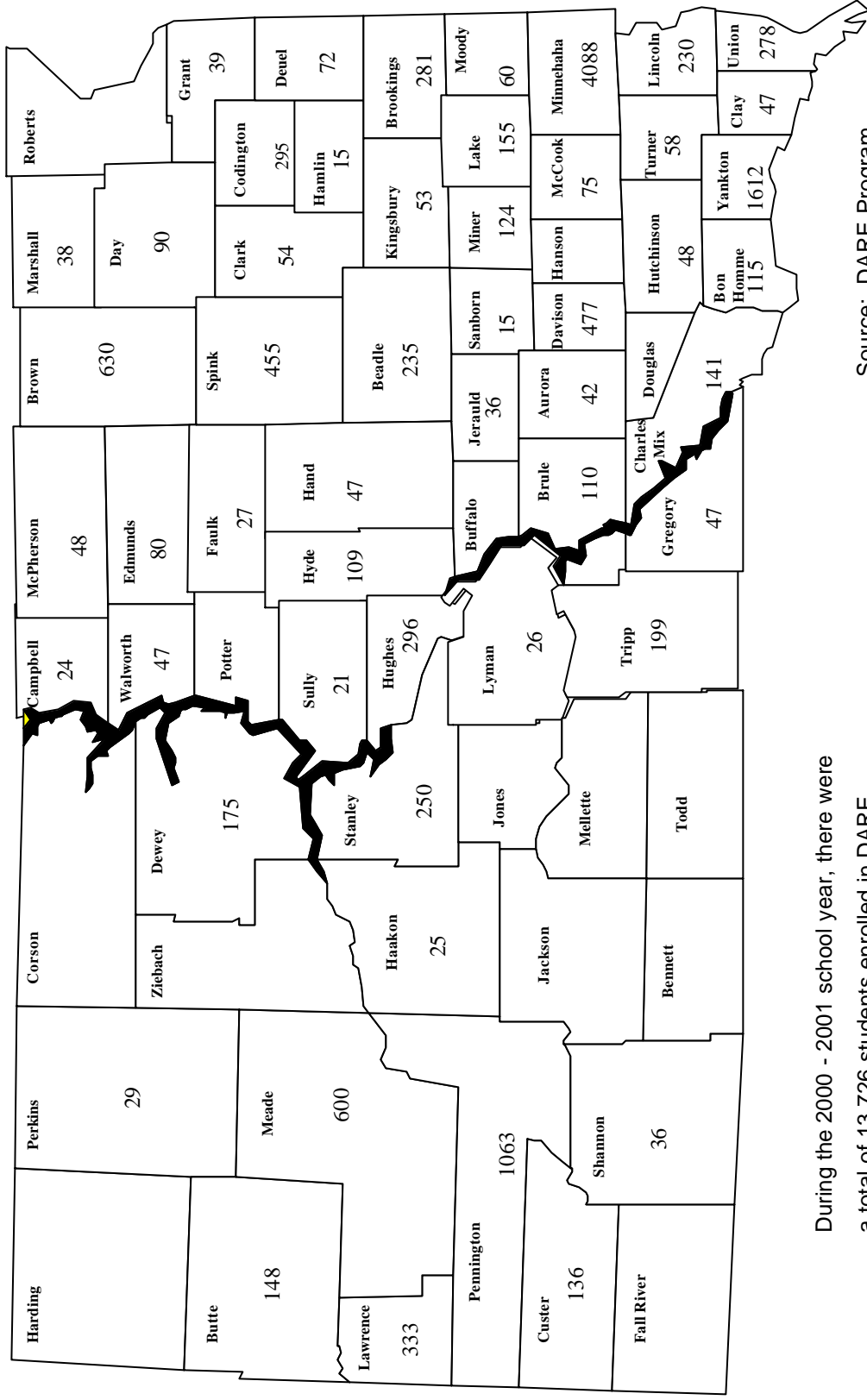
Non-shaded counties represent counties with at least one agency involved with DARE. Shaded counties indicate areas with no DARE agencies or with SDHP as the agency.

Source: DARE Program
Updated 07/18/01

School Year 2000 - 2001



Number of DARE Students



During the 2000 - 2001 school year, there were a total of 13,726 students enrolled in DARE.

Source: DARE Program
Updated 7/18/01